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ABSTRACT

This leader's notebook is an attempt to present value education tools for persons working with elementary age children in various YMCA settings. These tools are value education strategies designed to stimulate discussion by the children and to help create a learning environment. The strategies are presented in two ways. First, a series of basic strategies we call exploring strategies, choosing strategies, focusing strategies, and linking strategies are organized around several fundamental value issues: cooperation, respect, self-awareness, achievement, and celebration. The second set of strategies, for specific value issues and value-laden settings, are organizaed around several special YMCA settings: an overnight, the Christmas holidays, camping, coaching, and the international scene. Finally the subject of alcohol use and abuse is dealt with through a series of strategies. This notebook also contains an explanation of value education theory and information on leadership training tools. (Author/ND)

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YALUING YOUTH

... value education resources for Y.M.C.A. elementary school club and camp settings

youth values project

A COMBINED EFFORT OF:

NATIONAL INSTITUTE on ALCOHOL ABUSE and ALCOHOLISM
NATIONAL BOARD of YMCAs
AKRON YMCA

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INTRODUCTION

CONCERN At the YMCA we are concerned about youth. We care about the values they hold and about the value decision making skills they develop today that will help them meet the problems they will face tomorrow. We believe that we have a unique opportunity to influence youth in our traditional club and camp programs as well as in new outreach settings. Our experience indicates that children learn important values and valuing skills from their peers and from significant young adult group leaders, camp counselors and outreach workers.

OVERVIEW This leader's notebook is an attempt to present value education tools for persons working with elementary age children in various YMCA settings. These tools are value education strategies designed to stimulate discussion by the children and to help create a learning environment. The strategies are presented in two ways: first a series of basic strategies we call exploring strategies, choosing strategies, focusing strategies, and linking strategies; then strategies for specific value issues and value laden settings. The basic strategies are organized around several fundamental value issues: cooperation, respect, self-awareness, achievement and celebration. The second set of strategies are organized around several special Y settings: an overnight, the Christmas holidays, camping, coaching and the international scene. Finally the subject of alcohol use and abuse is delt with "head on" through a series of strategies.

This notebook also contains value education theory resources in this introductory section and leadership training tools in the second section.

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This is not a new program requiring new groups or a new organization. Instead, it is a specific way of doing the character building job we have always talked about in the Y. Valuing is but one dimension of a club or camp experience. This notebook is a collection of tools for the group leader or camp counselor to use in short sessions within the regular schedule of the club or camp.

N.I.A.A.A. A grant from the National Institute on Alcohol Abuse and Alcoholism is underwriting this project and related research. There is widespread concern today with the increased abuse of alcohol and other drugs in our society. Abuse by youth is a growing part of this concern. The philosophy of NIAAA's Division of Prevention is that the decisions a person makes about alcohol are best dealt with in the context of the whole person and that person's value system. The Youth Values Project, through Valuing Youth and the related Valuing Families program utilizes the alcohol issue as one of the value decision areas important to youth. The emphasis, however, is on the development of valuing skills rather than the content of discussion. Thus the Youth Values Project is a primary prevention program aimed at helping children develop valuing skills and build their self esteem. Rather than educate children about alcohol, our goal is to develop persons that will be able to make responsible decisions all through their lives.

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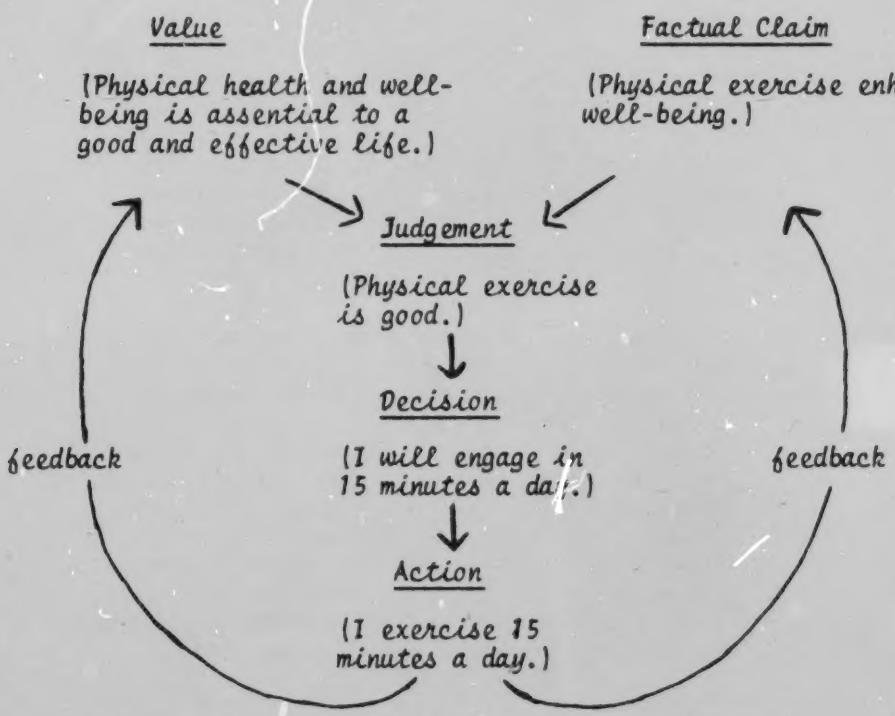
DEFINITIONS The following definitions provide a basis for the value education tools presented in this notebook.

Values - basic beliefs about what is good or ought to be that serve as guidelines to decision-making and actions.

Valuing - the process of developing values, of becoming conscious of them, and of utilizing them as criteria in making decisions and carrying out actions.

Example of Valuing Process



Sources of Values -

Authorities: people and institutions whose wisdom and power we accept.
Reference Groups: groups of people we look up to or identify with.
Experience: reflections on what we ourselves have gone through or observed.

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Value Education Approaches -

Laisse Faire - what will be will be
Modeling - be a good example and they will follow
Value inculcation - focus on content and instill particular values in the learner
Value analysis - develop the analytical skills to understand values
Value clarification - help persons become aware of their own values
Value commitment and action - focus on linking values to decisions and actions

Value Educator's Role -

The value educator as we see it is the facilitator of individual and group awareness of values and practice in value decision-making. The job varies depending upon the skills of the persons involved. It is helping establish the arrow between value and judgement and between action and value. It is helping expand the sources of values for some. It is modeling, sometimes inculcating, sometimes analyzing. But it is primarily taking the value clarification and value commitment and action approaches. It is helping children in:

-- understanding their own values and articulating them
-- perceiving relationships between values and behavior
-- searching for alternative choices and actions
-- anticipating consequences of choices and actions
-- improving skills in implementing decisions
-- exploring the thinking of "wisdom experts"
-- experimenting with newly learned skills in valuing
-- creating an environment where sharing thoughts and feelings about values is supported

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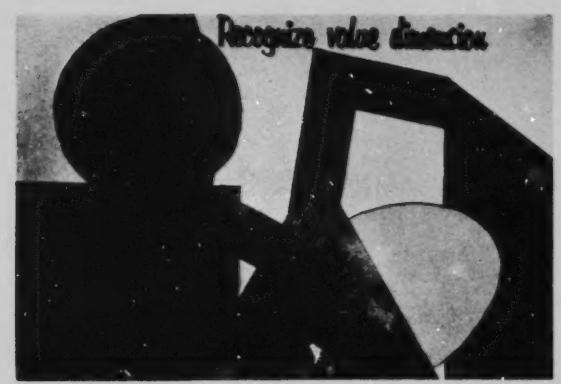
IDEAL VALUING PERSON The ideal valuing person is one who:

-- recognizes the value dimension of a problem,
-- accepts responsibility for his/her own value decision-making,
-- identifies viable alternative solutions,
-- weighs the consequences of each solution,
-- examines the most promising solution in light of his/her already established system of values,
-- makes suitable use of other resources,
-- makes a choice and acts on it,
-- keeps him/herself open to future growth in value development and relates constructively to other people.

The following sketches may communicate these eight points more effectively ...



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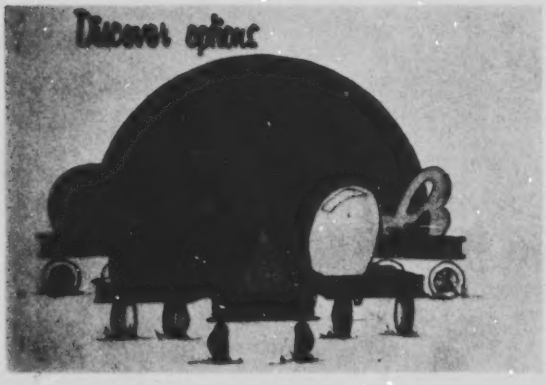
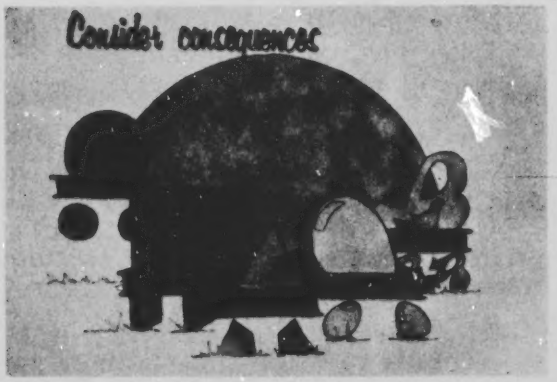
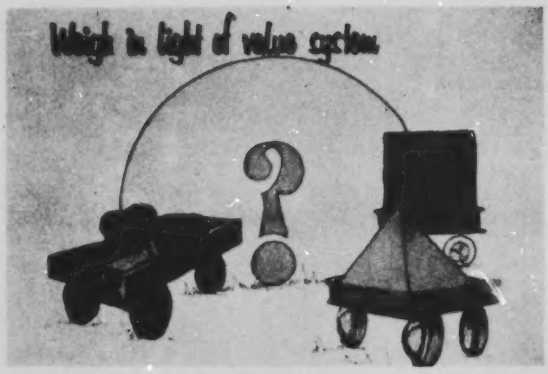

Discover options


Consider consequences


Weigh in light of value system

Make a choice...
act on it

DEVELOPMENTAL LEVEL In order for a group leader to have realistic expectations of the childrens' ability to discuss issues, the leader should have some knowledge of developmental levels. For example, it is generally agreed that the social development task of early elementary children is that of learning how to become a part of a group. They have to learn how to identify and internalize group norms and behave in an acceptable way to get along. Until they learn this they cannot move on to the task of the junior high and high school youth which involves learning how to choose between different groups. Being aware of developmental levels can put the discussions of children into perspective. Valuing should help elementary children become a part of a group while the older youth will find value education strategies helpful in deciding to join or stay with or leave a particular group.

Another developmental framework that is helpful in understanding value formation in children is that of Lawrence Kohlberg. Kohlberg has discovered different stages of reasoning that every person moves through in a progression. The simplest stage is characterized by pain and pleasure gratification - level 0 -- the infant. What hurts is bad ... What feels good is good. The next stage is one of unquestioned authority. Right is what mother or dad say is right ... wrong what they say is wrong - level 1. Feeling that every person decides right and wrong for him/herself is a part of the next stage - level 2. The needs of each person dictate what's good at this level. Placing oneself in the other person's shoes is a sign of level 3 reasoning. The other person becomes a consideration of good and bad. At level 4 the society becomes most important. Right and wrong become a matter of social law and order. This law and order can be influenced and changed in level 5 reasoning, thus the social conscience comes into play. Finally at level 6, the concern is with universal ethical principles. Kohlberg's work indicates that an individual moves one stage at a time by becoming dissatisfied with his/her present level of reasoning and being exposed to reasoning of the next level. Arguments more than one level above a person are irrelevant. Thus the group leader's role is to facilitate movement from stage to stage by questioning and by encouraging children to share their reasoning with their peers. Movement up this spiral to maturity is stimulated by environments of questioning and sharing.

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RESEARCH Research and serious evaluation is an important part of the Youth Values Project. The ideas, concepts and strategies in this leader's notebook have been and are being tested, revised and improved. Two literative surveys were conducted early in the project -- one in the area of value education in general and one more specifically on value education and alcohol. Several consultations of respected authorities in the field of value education were held to shape the basic concepts and directions of the project. Pre and post testing of children in Y clubs and camps with control groups is being conducted over a three year period to evaluate the use of the type of strategies presented here. This testing is in terms of both the internalization of basic values and movement on the Kohlberg stages of reasoning. If you are interested in the results as they become available, contact Richard Batchelder, Ph.D., National Board of YMCA's.

ACCEPTANCE Self worth is a very important concept in value education and in any work the Y does with children. It is essential that children feel good about themselves and have confidence in themselves. The atmosphere or environment you as a group leader or camp counselor create makes a big difference in whether the children in your group build their self esteem or have it undermined.

Acceptance is a key word in creating a self worth building environment. In value education strategies, you constantly go through a cycle of illiciting information, accepting whatever the child shares, nudging the child further, and again accepting what comes. In valuing strategies you do not have an expected answer to any question. Rather you create an accepting atmosphere in which everyone feels free to explore their own thoughts and feelings and share as much as they want.

Several ground rules should be established by the group leader to foster this acceptance. Introduce the ground rules listed on the following page everytime you start a strategy so that they become a natural part of the group.

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1) No right or wrong answers

You are dealing with feelings, opinions and personal concerns. Whatever the individual wants to share is appropriate for him. Whatever he says is "real". Neither you as leader nor any child in the group can judge whether anyone's answer is right or wrong.

2) No put-downs

It is critical that everyone be accepting and supportive ... or at least natural. Put-downs will simply lead to witholding involvement, to lack of openness and growth. Some children find this ground rule difficult. You'll have to model it even to the point of not putting them down as you remind them of this ground rule.

3) It's okay to pass

Every child has the right to pass -- to refuse to answer any question -- to not share anything he wants to keep private. Many children will hesitate to take you seriously on this ground rule. After all, teachers want an answer when they ask a question. You want the child to think and then to answer if he wants.

4) Unfinished business is expected

The valuing process is ongoing. Each strategy is used to raise issues not settle them. Keeping oneself open to further growth is important. Groups cannot possibly solve everything. The significant point is to recognize concerns even if they cannot be resolved, tag them and confirm that you know it is unfinished business.

TRAINING

BASIC TRAINING Value education as used throughout the Youth Values Project is experiential learning. Leadership training for this project is no exception -- you learn how to help others by doing it yourself. The basic training design is one of experiencing a strategy, rewriting that strategy and then practicing leading that strategy.

The following sequence is generally used to introduce a Y staff person to Valuing Youth:

1) Housekeeping ... checking to see that everyone is comfortable, understands the schedule, where resources are, etc., etc., etc. (voting can be helpful here)

2) Ground Rules ... introduction of general ground rules concerning right to pass, no "right" or "wrong", avoid put-downs, expect unfinished business, etc.

3) Experience Exploring Strategies ... do a name tag, magic box and shield

4) Experience Choosing Strategies ... do voting, either/or, continuum and rank order

5) Write Your Own ... using forms provided in this section have participants write their own version of one exploring and one choosing strategy and share these in small groups

6) Definitions ... present and discuss definitions outlined in the introduction section of this notebook (this may be done between 3 and 4 or between 4 and 5)

7) Experience Focusing Strategies ... do interviews and have participants practice leading

8) Experience Linking Strategies ... do Trigger Stories and have participants practice leading

9) Slide/Tape Inputs ... present and discuss slide/tape presentations that demonstrate children doing strategies and illustrate the ideal Valuing Person characteristics and the Stages of Reasoning concepts

10) Practice Leading ... form small groups and have participants practice leading strategies

11) I Learned Statements ... Thought/Feel Cards ... at different points in the training use these two strategies to identify and share learnings and reactions (the end of 5 and 9 are good points to do this)

12) Closure ... discuss next steps in moving from this experience to actual leading with children in a way that gets participants involved in sharing problems and commitments

This basic training sequence takes approximately sixteen hours and is usually done with twelve to twenty persons at a time. Without this type of group experience and sharing, the potential of these strategies is difficult to imagine. The person who obtains this notebook without the training will most likely leave it on a bookshelf or in a file cabinet. The people that participate fully in the basic training find all kinds of ways to use the experience and the strategies.

WRITE YOUR OWN On the following several pages you will find simple forms for writing your own content into the basic processes of the strategies presented in the To Begin section of this notebook. Reproduce these forms for your training events.

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NAME TAG

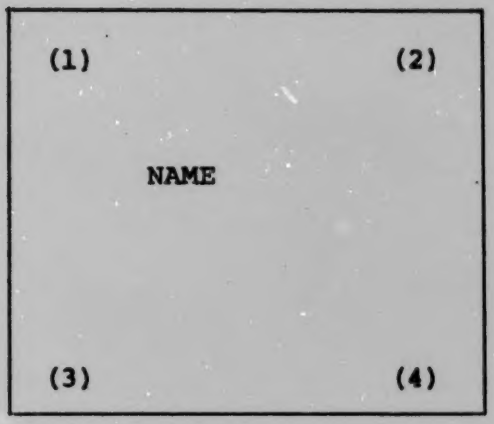
Group: age _____ sex _____ other characteristics _____

_____

Setting: where and when _____

_____

Value Issue: _____



(1) _____

_____

(2) _____

_____

(3) _____

_____

(4) _____

_____

Sharing: _____ milling _____ verbal _____ non-verbal

_____ gallery

_____ other _____

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MAGIC BOX

Group: age _____ sex _____ other characteristics _____

_____

Setting: where and when _____

_____

Value Issue: _____

"Fill this box with ...

_____

_____

_____"

Sharing: _____ pairs

_____ triads/small groups

_____ total group

_____ other _____

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SHIELD

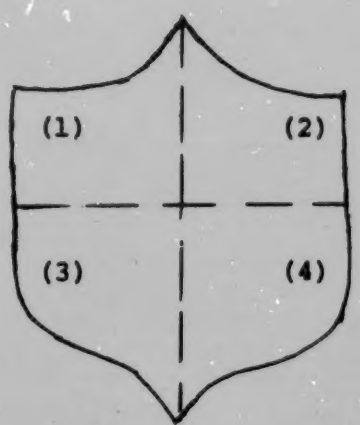
Group: age _____ sex _____ other characteristics _____

_____

Setting: where and when _____

_____

Value Issue: _____



(1) _____

_____

(2) _____

_____

(3) _____

_____

(4) _____

_____

Sharing: _____ gallery

_____ pairs

_____ triads/small groups

_____ total group

_____ other _____

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VOTING

Group: age _____ sex _____ other characteristics _____

_____

Setting: where and when _____

_____

Value Issue: _____

"How many of you _____?"

"How many of you _____?"

"How many of you _____?"

"How many of you _____?"

"How many of you _____?"

"How many of you _____?"

"How many of you _____?"

"How many of you _____?"

"How many of you _____?"

"How many of you _____?"

"How many of you _____?"

Sharing: _____ total group

_____ pairs

_____ small groups

_____ other _____

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EITHER/OR

Group: age _____ sex _____ other characteristics _____

_____

Setting: where and when _____

_____

Value Issue: _____

"Do you identify more with:

_____ or _____

_____ or _____

_____ or _____

_____ or _____

_____ or _____

_____ or _____

Sharing: _____ total group

_____ pairs who made same choice

_____ pairs who made opposite choice

_____ other _____

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CONTINUUM

Group: age _____ sex _____ other characteristics _____

_____

Setting: where and when _____

_____

Value Issue: _____

Question "_____?"
at this end at this end

_____ _____

Question "_____?"
at this end at this end

_____ _____

Question "_____?"
at this end at this end

_____ _____

Sharing: _____ total group

_____ number off and form small groups of people from the spectrum of positions

_____ other _____

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RANK ORDER

Group: age _____ sex _____ other characteristics _____

_____

Setting: where and when _____

_____

Value Issue: _____

Question "_____?"

_____

_____

_____

Question "_____?"

_____

_____

_____

Question "_____?"

_____

_____

_____

Sharing: _____ total group

_____ small groups who disagree

_____ other _____

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INTERVIEW

Group: age _____ sex _____ other characteristics _____

Setting: where and when _____

Value Issue: _____

Questions: _____

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TRIGGER STORIES

Group: age _____ sex _____ other characteristics _____

_____

Setting: where and when _____

_____

Value Issue: _____

Story Outline:

Situation _____

_____

_____

_____

Key Dialogue _____

_____

_____

_____

Climax (the punch line that demands a response) _____

_____

Sharing: What are all the things you could do at this point? (Options)
What would happen if you did each one? (Consequences)
What would you do? (Choose)
Why?

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ON-THE-JOB TRAINING As you use this curriculum with club or camp groups, you should have regular on-the-job training sessions. Three types of activities make up a two to three hour o-j-t session:

-- sharing of experience leading the valuing sessions in club or camp and working together on specific problems that arise,

-- planning together for the near future so that the team of leaders maximize ideas and common experience,

-- valuing as a group of adults on issues of importance to the leaders (practicing what you are asking the children to practice).

The group of leaders you are working with have the resources among themselves to work out problems. When a leader has a problem, have the group brainstorm options, discuss consequences and share individual choices. The point of o-j-t is to practice what you are asking the kids to do -- valuing.

POINTERS

*Physical conditions ... Y clubs usually meet in a gym. The acoustics are poor, the light is often weak, the floor a little dirty, and the temperature is about fifteen degrees too hot or too cold. It might not be the ideal setting for a values discussion, but it is the setting in which we are trying to work. We have little choice other than to make the most of it. Establish a part of the room that the children can identify as the discussion area. Use the same place regularly so that they become comfortable with it. If the club has a sign of any kind hang it in this special area. Then establish a relaxed atmosphere. Sit down together on the floor and talk. Don't line the children up in bleachers and stand there. The setting and physical positioning of the group and the leader communicates a great deal.

In camp settings it is often natural to use special outdoor locations or a particular cabin with which the children identify. The point is, be aware of where you do the

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valuing and make the location as supportive of discussion as possible.

*Mood of the children ... The children and their moods is probably the element most difficult to control. Yet everything that happens can work to improve or deteriorate the moods of the children. The important thing is to be sensitive to where they are, to be an active listener and to facilitate their sharing feelings. The effective leader needs to be flexible and make every effort to get psychologically "with" the children. Tune-in to their mood and identify with them before you try to lead them. If something special has happened at school or camp that day, build on it and take it someplace rather than denying it and restricting it.

*Preparation ...Have you thought out what you are going to do with the children, chosen a topic, prepared a list of strategies, and thought through the values you hold in this area?

*Attention ... Give the children your full attention. Be totally "with" them. When an individual is speaking, look him or her right in the eye and listen. Show that you care about each child's response.

*Share ... Be a part of the group and let the children know what you think and feel. For example, when you ask a voting question, hesitate a few seconds until most of your group has voted and then vote yourself. When a child asks you what you think, give him or her your personal answer labeling it as just that -- not the answer, but your answer.

*Trust the children ... If you don't believe the children are interested in values and don't feel they can discuss serious topics, the children won't be interested and won't discuss them. You have to trust them to be interested and capable. You have to trust them and show confidence in yourself to lead them and you have to show confidence in the children to get their participation.

*Neutral/supportive ... It is very important that you don't respond to some children with "that's good" or "great" and then respond to others with "really" or "are you serious". Your responses to the children's contributions need to be

neutral in terms of value yet supportive of their participation. Consistently say "okay" or "thank you" to each response in an interview for example. You value their participation and the fact they are thinking and sharing, but you do not judge the goodness or badness of the content of their ideas or feelings.

*Pace ... Vary the pace of your valuing session. Keep it moving with new questions and thoughts and strategies. Mix physical action with discussion and with writing. If something runs down, change the topic or format. Children can get bored easily. Yet they can also get very serious and deep. Be ready for quick changes.

*Space ... Sit on the floor with the children. Have them sit in a circle so that each one can see each of the others. From time to time break the group up into smaller groups of three or four and let them discuss things among themselves. Children need plenty of space to wiggle; yet to get involved with you and with each other they need to be close enough to you and to each other to hold their attention.

*Theme ... Be sure to have a theme for the discussion and let the group know what it is. A single word or a short phrase gives everyone something to grab hold of -- to identify with.

*Directions ... Give directions to a strategy very carefully. Make the directions as clear and simple as possible. Give all of the directions before starting the strategy. Nothing is more frustrating than being told a new rule in the middle of a game. Repeat directions two or three times before starting so that everyone has a couple of chances to catch on. Repeat the directions again the next time you use the same strategy even if it is just one session later.

*Building leadership in the group ... The children you are working with can lead these same strategies. After several sessions ask for volunteers and let them lead the simple strategies. Give everyone an opportunity to lead. This may be the area where some of the children can show leadership that they haven't been able to before. It isn't sports skills and it isn't academic. Every child has value opinions ... help them share them.

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*Plan or be spontaneous? ... This is not an either/or situation. Certainly the more spontaneous the value education is the better. But some leaders use this as an excuse to avoid the tough job of really facilitating the development of children's valuing skills. The most spontaneous leader is the one who plans sessions and uses those plans ... plus. He or she becomes effective at spontaneous interventions because he or she has conducted enough planned sessions to know the kids and really internalize the process. To teach basketball we use drills and practice sessions first. We learn dribbling and passing and shooting and plays. Then we go into the real game and find the fundamentals come naturally and aid us as we grapple with the situation and the competition. The same holds for valuing. If we practice the skills, we will find that we are better at the "real game".

RESOURCES There are many resources available to the group leader or YMCA staff member who wants to go further in values clarification. Many churches have curricula designed for junior high and high school youth. The best known paperback books are by Sidney Simon, et al.: Values and Teaching, Values Clarification, Readings in Values Clarification. Brian Hall has edited a series of paperbacks recently under the title Values Clarification: A Learning Process. In addition, several journals in the education field have carried special issues of individual articles on values clarification that might have ideas useful to you. A number of educational filmstrips and trigger films are available from A/V houses. Of special note is the filmstrip series called "First Things" from Guidance Associates of Pleasantville, New York. The teacher training piece in this series might be helpful in your Y staff training.

The Youth Values Project will be developing new resources specifically for the YMCA. Keep in touch and share your ideas and experiences as well!

TO BEGIN

In this chapter, four types of strategies are presented:

Exploring Strategies ... the name tag, magic box and shield are all designed to stimulate thought and exploration of a value area by individuals and then to have the individuals share their responses with others to expand their horizons.

Choosing Strategies ... voting, either/ors, continuum and rank order are all processes that help children practice making choices, taking stands, ordering options for action (arranged in order of increasing complexity from voting to rank orders).

Focusing Strategies ... interviews that focus in on one person at a time providing a unique experience in sharing one's values with others.

Linking Strategies ... trigger stories that present a value conflict situation and call on the individual and small group to discover options, consider consequences and plan for action - practice in linking values to life. "I Learned" Statements and thought/feel cards are also included here -- strategies that share individual reflections on a valuing experience.

These strategies are suggested as a start-up sequence for the ongoing Y group. They are presented here around five basic value issues: cooperation, respect, self-awareness, achievement and celebration. Deal with these issues with a group of children in a club or long term camp setting and the basis will be laid for a richer group experience.

Each strategy is presented in terms of a process followed by additional content examples.

In using any of these strategies, it is important that you set the mood and create an atmosphere for the valuing process. It is crucial that the ground rules be outlined at the beginning of the session, that the activities be introduced with enthusiasm, and that everything moves

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comfortably and is enjoyable. By starting with the ground rules you put yourself in the position of being able to refer back to them and reinforce them as the session progresses. Otherwise you are caught introducing rules one by one as problems arise which makes you the authority figure with all the negatives. Get your group sitting in a circle so that everyone can see each other's face and present the key ground rules:

-- *No right or wrong answers*
-- *Avoid put-downs*
-- *It's okay to pass*
-- *Unfinished business*

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Exploring Strategies

NAME TAG Pass out cards and pencils (3 X 5 or larger cards; try the short golf score card pencils to save money).

Hold up one card as an example and give the following directions:

-- "Write your first name (or the nickname you want to be called) in the center of the card - print it LARGE."

-- "We are going to add some information to this name tag about ourselves which we can share with one another in a few minutes. You will have the right to pass - to not share the information if you don't want to."

-- "Write two words that describe you in the upper right hand corner - any two words."

-- "Draw a picture* of two things you like to do with other children in the lower right hand corner."

-- "Draw a picture* of two activities which you feel require team work or cooperation in the lower left hand corner."

-- "Write or draw a weather report of how you feel right now in the upper left hand corner."

*Children generally enjoy drawing stick figures and simple items, but if your group has a problem with this, writing a word of two is okay.

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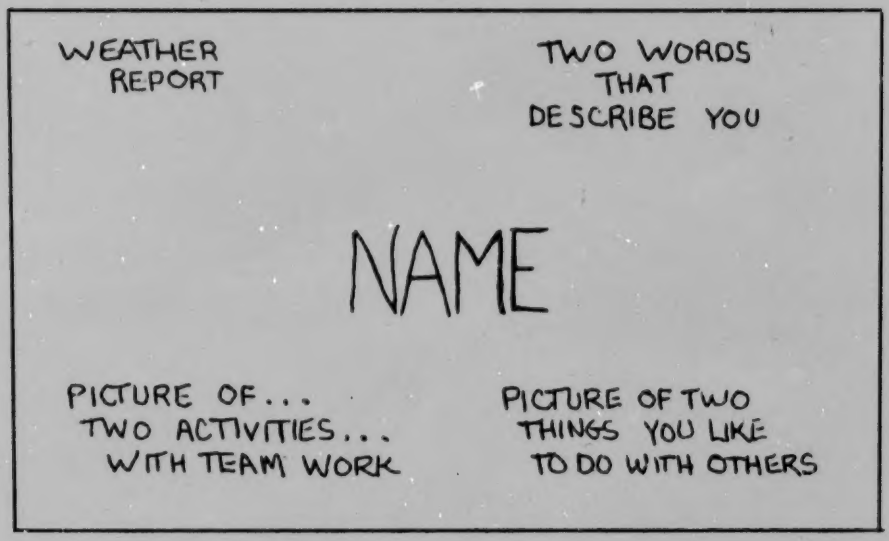
WEATHER REPORT
TWO WORDS THAT DESCRIBE YOU
NAME
PICTURE OF... TWO ACTIVITIES... WITH TEAM WORK
PICTURE OF TWO THINGS YOU LIKE TO DO WITH OTHERS

Ask these questions slowly allowing time for most of the children to complete each one before you ask the next question.

When everyone has completed his/her name tag, have the children put on the name tags and walk around the room without talking. The object is for the children to read each other's tags and get to know each other better without discussion. If a child does not want to share the information, he can turn his card over and just write his name on the back and wear that.

Follow up with a group discussion, if appropriate, of things they noticed on other cards, feelings they had doing their own card or reading others, etc.

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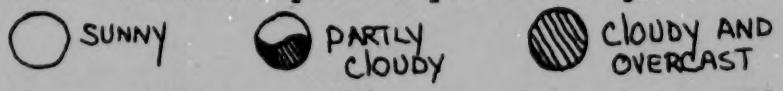
Other Name Tags

Respect:

1. A hero or heroine ... someone you respect very much.
2. Draw something you respect about the outdoors (woods, lake, hills, creek, etc.).
3. What is one way you show respect for something?
4. What do others do to show respect for you?

Self-Awareness:

1. Something from which you would never budge.
2. If you could be anywhere in the world, where would you like to be?
3. Draw a weather report on yourself right now.



4. If you could do anything as a job, what would you like to do?

Achievement:

1. What is your biggest achievement of the last month?
2. What would you like to be "best" at doing?
3. What two words do you like people to say about you?
4. Draw a picture of a reward you'd like to receive (this could be anything: trophy, ribbons, candy bar, trip, etc.).

Celebration:

1. What are two things you might celebrate?
2. What is the best party you've ever been to?
3. What two ways do you like to celebrate?
4. Draw a picture of your favorite day of the year.

Suggestion: Make name tags a special shape for the theme you are dealing with.

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MAGIC BOX Pass out cards (3 X 5 or larger) and pencils again. Describe this card as a magic box any size or shape that the child wants it to be ... it is magic. Ask the children to use their imaginations to fill this box, with all the things they respect.

Things can be objects, people, ideas, relationships, concepts, anything. They are to write or draw as many things as they can think of that they respect.

When everyone has filled his/her magic box, form groups of three or four children. Small groups like this are important for sharing and give more children a chance to talk and listen. The leader has to trust the children to be saying important things without his/her presence in every small group. Ask these groups to discuss their magic boxes ... to be sure that every child has the chance to describe the contents of his/her box to the group ... to go on to talk about why they respect these things. Give them plenty of time in these groups. As leader, move around from group to group and help the children work on the task by listening, asking questions, and showing interest.

A total group discussion may be appropriate, or you might want to ask each group to share five or six items from their magic boxes or to have each person share one item from his/her box to bring closure on the experience.

Other Magic Boxes

Cooperation:

Fill your box with things that you like to share.
(OR)
Fill your box with things that require cooperation.

Self-Awareness:

Fill your box with things that are important about you.

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Achievement:

Fill your box with the personal achievements that you are proud of.

Celebration:

Fill your box with things you like to celebrate.

SHIELDS Provide each child with a card or sheet of paper that has the shield pre-drawn or show them how to draw a shield themselves. Make a few comments on the use of shields in ancient times - family symbols, etc. Ask them to draw pictures in the four sections as follows:

1) a picture or stick drawing of their hero - the superstar they would most like to be in their fantasy world;

2) a picture of the part of their body that is most important to them - head, hand, arm, leg, etc.;

3) a picture of the thing they were doing during the last week when they felt the best, the most alive!

4) a picture of the activity (sport, skill) they'd like most to learn to do or to do better.

Next form groups of three or four and have children share what they put on their shields. Ask them to tell each other <u>why</u> they drew what they drew.

Close this strategy by posting all the shields in a "gallery". Have everyone take a "Gallery Walk" and share the content of one another's shields.

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Other Shields

Cooperation:

1. Draw a picture or a symbol of what cooperation means to you.
2. What do you say to somebody to let them know they're doing a good job?
3. Draw one way you show people that you'd like to cooperate.

Respect:

1. List two words that mean the same as respect to you.
2. Write or draw a picture of something you would not do.
3. Draw a picture of something that your family respects or really feels good about.

Achievement:

1. Draw a picture of something you are proud of.
2. Draw a symbol of your favorite subject in school.
3. Draw a symbol of your favorite sport.
4. Draw a picture of something you'd like to accomplish in the next three years.

Celebration:

1. Write or draw a picture of something you like about yourself, a personal strength.
2. In each other section, draw a picture or symbol of something you especially like about each of your other family members.

00037

Choosing Strategies

VOTING Voting is a strategy that is useful in a variety of situations. You will probably find yourself using it to "process" other strategies, to introduce value issues, and to facilitate group decision making. Therefore, take time to introduce it carefully the first time you use it.

The purpose of voting is to:

-- *stimulate each child to think about the value issue raised by the questions;*

-- *give each child a way to see how everyone else fees without talking -- by looking around the group to see how others vote; and*

-- *provide the leader an opportunity to see where the children stand, to test interests and positions for future sessions.*

Begin by sharing these purposes. Then ask everyone to try each hand position:

-- if you agree, raise your hand high ... shake it if you agree strongly

-- if you disagree, put your thumbs down ... shake it if you really disagree

-- if you want to pass, fold your arms across your chest ... do this if you don't want to answer for any reason, or just can't answer it

Ask one or two questions as examples so the children can try the positions and look around the room at the others. Each question should start with "How many of you ..." You should repeat each question so that everyone hears it. After asking your own ice-breakers, ask the list of questions that follows.

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Voting Questions:

1) How many of you feel it is difficult to cooperate with people sometimes?

2) How many of you find it easy to cooperate with your friends?

3) How many of you find it easy to share things with your friends?

4) How many of you feel it is difficult to get your family to help you do things?

5) How many of you find it easy to cooperate with your teacher?

6) How many of you have a real close friend you care a lot about and would share anything with?

7) How many of you like to play a sport that requires team work or working together?

8) How many of you like individual sports more than team sports?

9) How many of you feel that having a lot of friends is a sign of <u>your</u> cooperation?

10) How many of you think that people around you want to cooperate with you?

11) How many of you find it difficult to be on a team with someone you don't like?

12) How many of you feel team work is important?

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Other Voting Questions

Respect: "How many of you ...

-- think children should have to work for their allowance?
-- know someone you wish you could be like?
-- like to be with people that are older than you are?
-- have ever been hurt by a friend?
-- think most rules are dumb?
-- think that there are times when cheating is ok?
-- know someone famous?
-- like to do ecology projects?
-- would tell a secret to a stranger?
-- think adults are hard to talk to?"

Self-Awareness: "How many of you ...

-- have a hole in your sock?
-- would never tell a lie?
-- like to make gifts to give away?
-- like to get gifts that someone has made?
-- sometimes feel lonely even when there is a lot of people around?
-- get mad easy?
-- like to spend time at home?
-- dream of owning a sports car?
-- would like to live in a different country?
-- would like to be older or younger than you are right now?"

Achievement: "How many of you ...

-- think prizes should be awarded for everything?
-- play games mostly to win?
-- like for people to say good things about you in public?
-- have a goal -- something you really want to do someday?
-- wish you didn't have grades at school?
-- do things for others because it makes you feel good?
-- like to do things with others?
-- think others get in the way of you doing your best job?

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-- think most people cheat on something?
-- have done something you are really proud of?"

Celebration: "How many of you ...

-- like to go to parties?
-- like to have friends come to your house?
-- have a good time when you are alone?
-- celebrate by doing something with your family?
-- have not been invited to a party you wanted to go to?
-- know someone who celebrates by drinking alcoholic beverages?
-- like to celebrate?"

EITHER-OR Either-or is an action strategy to help children practice making choices. It is designed to help them make a choice, examine their reasons, and be exposed to the choices and reasons of others in the group.

The process goes like this:

-- you will ask a question with two alternatives ("Are you more like a football player or a baseball player?");

-- after repeating it you point to the opposite ends of the room and ask the football players to go to one end, the baseball players to go to the other (be sure they have both alternatives clearly in mind before you give the order to move.);

-- if a child cannot make a choice, respect his right to go to a third corner, but give him a chance to make the next choice with the group;

-- call the group to the middle of the room before each either/or so that an active choice has to be made each time;

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-- when two or three different either-or questions have been asked, invite them to pick a person standing close to them and share the reasons why they made that choice;

-- as an alternative have the group form pairs of persons who made the opposite choice and have these pairs exchange reasons why they made the choices they made.

The following list of either-or questions will stimulate their thinking on cooperation:

1) How many of you are more like either a helper or a watcher?

2) How many of you are more like either a successful star or a good team member: (or use two positions from a particular current sport: quarterback or center; shooter or passer; hitter or fielder, etc.).

3) How many of you are more like a coach or a player?

4) How many of you are more like "yes" or "no"?

5) How many of you are more like either an arguer or an agreer?

6) How many of you are more like a giver or a taker?

Other Either-Ors

Either-ors are most successful when people are free to put their own meaning into them. Try things like:

"How many of you identify more with ...

Sports Car _____ Van
Deer _____ Bear
Auction Barn _____ Shopping Mall
Night _____ Day
Push _____ Pull
Present _____ Future
Rock Band _____ Symphony Orchestra
Kite _____ String

CONTINUUM The continuum is designed to practice taking stands on issues that are described by two opposite extremes. The participants have to define his/her own position anyplace between the extremes.

Begin the procedure:

-- describe two extremes ... the ends of the continuum ... use descriptive names for a character that might be at each extreme (always use the same sex for both ends);

-- ask everyone to place him/herself on the continuum (literally stand on the line from one end of the room to the other);

-- after everyone is in position ask them to share their reasons for their choice with one or two people near them;

-- or ask representative positions to be explained to the total group;

-- or number off the group (one, two, three, four, one, two, three, four, etc.) from one end to the other and form groups of all the ones, twos, threes, etc. for discussion ... this gives each group a spectrum of positions for discussion.

The following continua will help children look at the issue of respect:

Respectful Roger	Rude Ray
He is the most polite, humble, respectful kid you've always admired ... he always treats others with courtesy and speaks kindly with others.	He is the crudest, most disrespectful brat to walk this earth ... he always cuts people down with comments and interruptions.

Mother's Marvin	Revolting Richard
He will do <u>anything</u> she says.	He throws his coat at his mother as he walks in the door.

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Self-centered Sam	Hopeless Harry
He thinks the world of himself.	He thinks he can't do anything.

Ripoff Rick	Careful Carl
He takes over $20 a week in items from the neighborhood grocery store.	He knocks on the door and asks permission before entering any room.

Other Continuums

Sloppy Sedgewick	Neat Nick
He never bathes, never combs his hair, never...	He has very clean clothes and always perfect hair ...

Coordinated Carl	Ken the Klutz
He has perfect coordination in every sport skill the very first time.	He could practice 24 hours a day and still not be able to walk 10 feet without hitting something or somebody.

Teenage parties are most fun when ...

No booze at all	The beer flows

What percentage of your time do you like to spend alone?

0%	100%

Competition for me is ...

Really important	Not important at all
You have to prove how good you are by beating someone else.	People are all different, good things come out of sharing and team work.

Right now in my life my personal freedom is ...

Totally free	Totally determined
I'm me!	Others control me.

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RANK ORDER This strategy involves putting three different items into an order of importance. All three of the items are appropriate or important. The challenge is to put them in rank order in relationship to your values.

The purpose is to develop further the decision-making skills of considering different options and making choices. At the same time, the child is again exposed to the thinking and the choices of others.

If at all possible have a chalkboard or newsprint pad or at least a prepared poster of the items to be presented. Each child should be able to see the three items at once. Read the questions and the three choices and ask everyone to put the choices in order from 1 to 3. Then ask for volunteers to share their own and tell why.

The following rank orders are related to the theme of self-awareness:

What would be the most difficult handicap for you, the next most difficult, and the least difficult? Rank them in that order - 1, 2, 3.

-- loss of sight
-- loss of hearing
-- loss of speech

What would you most like to be? Remember, rank all three.

-- professional athlete
-- professional entertainer
-- scientist

What would be hardest for you to do right now?

-- learn a new sport
-- solve a math problem
-- create a work of art

Small groups can be formed for discussion, each group made up of people who made different rank orders. Or groups can be formed of people who made the same rank order and after discussion each group can present its reasoning to the total group.

Other Rank Orders

Cooperation:

I find it hardest to cooperate with ...

-- mother
-- father
-- brothers and sisters
-- teacher
-- friends
-- coach

Respect:

I show respect for an adult mostly by ...

-- saying thank you
-- smiling
-- doing well myself

Achievement:

I hope to achieve the most in ...

-- science
-- sports
-- music

Celebration:

The important things in a celebration are ...

-- people
-- place and activities
-- food and drink

00046

Focusing Strategies

INTERVIEW The purpose of the interview is to focus on one child, providing him/her an opportunity to share his/her feelings and thoughts with the group. You will find interest in this strategy very high among third to sixth graders. It may be the first time an adult really directed all his/her attention on this one child. He/she will remember the experience. You must show real interest and concern.

After forming the group into a circle, ask for volunteers to be interviewed. Take the volunteers one at a time (you may do 4-6 this session, more in the future). Explain carefully the special ground rules of this strategy - the person being interviewed has the right to "pass" on any question and to say "enough" when he wants the interview to stop. He/she is to answer each question as honestly as he/she can. He/she also has the priviledge of asking the interviewer two questions asked of him/her at the end of the interview. You should respond to each answer with an encouraging but non-judgemental "okay" or "thank you".

The following questions get at the theme of celebration in different ways:

1) What is your full name?
2) Where do you live?
3) Who do you live with - who's in your family?
4) Describe your room - especially the parts of it you think are important, the things you put into it.
5) Tell us about the happiest day you can remember.
6) What can you remember that helped make that day special?
7) Describe the last time you were bored or lonely. What happened to make you happy again?
8) Describe the last time you got real mad.
9) Name three things you really like to do.
10) If you could have any wish at all right now, what one wish would you make?
11) How does your family celebrate special occasions?
12) What do you think is necessary for a good party?

At this point ask the child being interviewed if he/she wants to ask you, the interviewer, 1 or 2 of the same questions in return.

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Interviews are most effective when the interviewer does not use a list of questions but rather has some issues in mind and yet is flexible and a good listener. Questions that are good for starting on interviews are first of all easy, factual questions (name, address, how many brothers and sisters, school etc.), then questions about environments of the interviewee (describe your room, what's special about it, how do you feel when you are there, etc.), and then questions about other people who are important to the interviewee (describe your best friend, your parents, what do you like about them, etc.). By this time, you have enough input from the interviewee to know where to go next.

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Linking Strategies

TRIGGER STORY A trigger story is a short story that ends with an unanswered question or an unsolved problem or a statement that "demands" a response. Read one of the stories below to the group. Form small discussion groups of 3 or 4 children and ask them to do four things:

1) list together all of the possible alternative responses to the unanswered question or situation ... What could you do?

2) discuss the consequences of each alternative ... What would likely happen if you did each thing you've thought up?

3) make an individual decision - each child choose one response;

4) discuss their reasons for their choice - each child explain why he chose what he chose.

Finally, ask for volunteers to tell the total group what their decision was. You as group leader do not have to be in every group. As a matter of fact, the children probably say more to each other than to you. Move from group to group and listen, show concern, be supportive of inquiry.

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"Keep your big mouth shut"

Your older brother is in junior high. He had a party last night at your house. Your parents were out. During the party your brother and some of his friends got hold of a couple bottles of wine. The more they drank the louder they got. No serious damage was done and you think your parents do not know anything about it. Your brother knows you saw him pretty high. He tells you to keep your big mouth shut.

1) Make a list of all the different things you could do or say to your brother.

2) Discuss what might happen if you did or said each one of the things in your list.

3) Choose the one thing from the list you would want to do or say.

4) Tell why you made that choice.

"I'll drink half, if you drink half"

You have been told that beer is for grown-ups. But you've never really thought much about it. Your friend invites you over to his house after school and you find that his parents aren't home. He wants you to try some beer with him. He says his father has a couple of cans every night and it makes him more fun to be with. You've seen a lot of football stars in television beer ads. You're thinking it over when your friend says to you, "I'll drink half, if you drink half."

1) Make a list of all the different things you could do or say to your friend.

2) Discuss what might happen if you did or said each one of the things in your list.

3) Choose the one thing from the list you would want to do or say.

4) Tell why you made that choice.

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"You're too small"

Jimmy is a sharp fourth grader. He is average height and build and is pretty well-coordinated. This afternoon his friends were all busy and he wandered over to the park by himself. A half dozen fifth and sixth graders were playing basketball and Jimmy joined them as they were shooting baskets. After a few minutes the tallest boy suggested they play a game and sides were quickly picked. Jimmy was left out ... he stood there waiting and just wasn't chosen. The big guy said to Jimmy, "You're too small."

-What could Jimmy do? Make as long a list as possible.

-What would happen if he did each of these things you've listed? How would he feel?

-Choose the thing you would probably do if you were Jimmy.

-Tell why you chose what you chose.

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"I just don't know what I'm going to do with you"

John is a 5th grade boy with the usual interests. He has his good days and his bad ones. Recently he has had what his teacher considers bad days and she has given him some low grades on his report card. He brings the card home trying to act as if he doesn't care. He lets his mother have it and she gets pretty upset. Among other things she says, "I just don't know what I'm going to do with you."

- What could John do or say at this point? Make as long a list as you can of some really different things he might do.

- What would happen if he did each one of the things on your list? How would his mother feel? How would he feel?

- Choose the one thing you would do if you were Jim.

- Tell why you chose that reaction.

For other trigger stories, see the "Special Settings" section.

00052

"I LEARNED" STATEMENTS After any strategy, ask the children to think about what they have just done, and to complete one or more of the following "I Learned" Statements for themselves. Give them paper and pencil. Have the following list on a poster or piece of newsprint:

"I learned that I ... "

"I was surprised that I ... "

"I was pleased that I ... "

Ask if anyone wants to volunteer to read aloud or share with the group his "I Learned" Statement or collect all of the "I Learned" Statements and read them back to the group without identifying who wrote them.

THOUGHT/FEEL CARDS This is another way of reflecting on an experience and of sharing with a group its own thoughts and feelings. Pass out cards and pencils after any strategy or discussion and ask everyone to write down one immediate thought they have on the other side. Collect these cards and read them back to the group without identifying who wrote what. These are good closure strategies.

ALCOHOL

Think about how some people use and other people abuse alcohol ... and then review in your mind the ideal Valuing Person that we are striving for in the Youth Values Project:

- -- *accepting responsibility for one's own value decision-making*
- --*considering consequences before making a decision*
- -- *using the past and present beyond yourself*
- -- *making a choice and acting on it*
- -- *staying open to other people and to change*

Most people make responsible decisions about alcohol. They choose not to use it or they use it responsibly ... to enhance a social situation. They drink beer or wine or cocktails with friends and with food. They find it enjoyable and relaxing. They don't push others to drink too much and they know when to say when for themselves.

For others alcohol is an escape which often leads to alcoholism ... a sickness of the spirit, soul, and body. It is at once a personal problem, a family problem, and a community problem. It is not a rare or uncommon problem -- it afflicts nine million Americans. That number includes rich and poor, black and white, Latin and Oriental, old and young.

By attempting to help children develop valuing skills, we are not going to prevent all alcoholism. We are not suggesting that alcoholic persons are somehow weak or lacking in values. We do believe:

- -- that not to drink should be a real option in our society;
- -- that everyone who drinks should do so in moderation to enhance a social situation -- not to escape from some problem; and
- -- that those who cannot drink should find acceptance and support for their position;

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-- that everyone (whether they drink or do not drink) needs to make decisions about alcohol use over and over in our changing society. Thus, value decision-making skills are important to this subject.

To put it another way, it is our position that:

1. children need to be given opportunities early and continually to explore their feelings, ideas, experiences, and observations about alcohol use and abuse, and to share these feelings and observations with others in a supportive environment;

2. children need to be encouraged to develop responsible guidelines for alcohol use with their peers and with their families; and

3. children need practice in problem-solving that involves alcohol choice situations.

The strategies that follow can be used in a variety of club or camp settings. Each strategy can be used by itself or with other strategies introduced earlier in this notebook.

It is very important that you keep in mind the important positive direction of value education as you turn to this subject. If you throw out the ground rules and turn to lecturing the children on the evils of the devil rum, you will probably find them turned off completely. If you've done an effective job of building self esteem and developing valuing skills, they'll reject any change in proceedures at this point anyway. So keep strategies on this value issue in tune with all the others - positive. Your goal is to help children think through their values and practice making their own choices.

This would be a good opportunity to make another contact with parents. You have undoubtedly told them about the Y's concern for values education through your program publicity and through a welcome letter to parents after registration of the child in your club or camp program. You might want to send a letter home something like the one that follows.

(A Model Letter to Parents)

Dear :

As you know, we at the YMCA are concerned about character development and value education. In our school-age children programs, we plan activities that model positive, cooperative behavior, we try to create an atmosphere in which each child can grow and build a strong self-image, and we set aside a few minutes each day for discussion of important topics like respect, team work, sportsmanship, service, and achievement.

In our community, alcohol and other drugs are a problem for many people. We are not directly in the drug education business and don't plan to be. But we feel the subject is so important it must be dealt with -- particularly in the type of positive, responsible peer group the Y tries to foster. So, if your child comes home talking about alcohol and drugs, we hope you'll take the time to discuss how you feel and let him/her know what your guidelines are for responsible decision-making about use and abuse of these things. If your child can sort out his/her thoughts with mature people - with his/her parents - the future looks bright. If he/she learns about them in the alley or is turned away from the wise counsel of responsible adults, we will have to start worrying about tomorrow.

At the Y we have both concern and hope. If you would like to know more about any dimension of our programs, please don't hesitate to call or drop by.

Sincerely,

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FEATURE STORY This strategy is designed to have the children seek the advice of adults and when appropriate, their parents. Since certain subjects may be uniquely controversial in some families, you may want to make the topic very broad. This strategy will be most effective if you've already done interviews with your group.

Proceed as follows:

1) Discuss how newspaper articles are often developed from interviews the reporter does with selected people.

2) Divide the group in two and pair the children up for role playing -- one newspaper reporter and one interviewee.

3) Ask the reporters to think up their own topic, develop a couple of key questions and then conduct an interview with the purpose of seeking the interviewee's opinion on a specific subject. Reverse roles and repeat.

4) Suggest that each child go home and interview two or three adults - parents or others. Ask them to listen carefully to the opinions of the interviewees. Suggest the topic be something like this:

   The things you wish you'd been told when you were young.

   "If you were my age again, what would you like to have your mother and father tell you that would help you grow up?"
   "You have a lot of experience. What can you advise me about the tough things like alcohol, drugs, sex, etc.?"

   Or -- Alcohol

   "I'm a newspaper reporter doing a feature story on alcohol. What do you think are the important things for children to know about the use and abuse of alcohol?"

FOCUS PERSON The purpose of this strategy is to practice listening skills, as well as to give each child a chance to express his/her opinion and to explore the subject of alcohol use and abuse.

Form small groups of four or five children and designate one person in each group as the "focus person".

Explain that the "focus person" will have three minutes to talk about the subject and that during those three minutes the others are to listen carefully, not argue with him/her, and to ask questions that help the "focus person" talk more about his/her opinions on the subject. The group must accept what the "focus person" has to say -- listen. The "focus person" should not be drawn off the focus point by a leading question or argument.

Read one short focus statement and give the "focus person" three or four minutes in which to talk about it.

For example:

Many adults enjoy cocktails at a party. With their friends and lots of food, they have a good time. The cocktails seem to make them more relaxed.

The following are only examples of possible focus statements on the subject of alcohol:

For many families, beer and wine are a part of their meals.

You don't have to smoke and drink to be important. There are lots of better ways to be important.

Don't ride with someone who has been drinking.

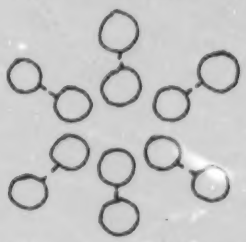
People who drink too much all the time should get help. They have an illness called "alcoholism".

We all laugh at the drunk in the old-time movies, but being drunk isn't really very funny.

Children should learn about drinking from their parents.

MOTIVATIONS The objectives of this strategy are to help children examine and discuss the reasons usually given for using alcohol and to look for and share alternative ways of getting the same desired results.

Form two circles - the inside circle facing outward, and the outer circle facing inward, thus giving you pairs of children facing each other.



Give one common reason for drinking alcoholic beverages and ask each pair of children to discuss two questions:

(a) What do you think of this reason for having a drink?

(b) What besides having a drink, could you do to accomplish the same thing?

For example:

"Some people drink to relax or unwind. What do you think of this as a reason to have a drink? What, besides having a drink, could you do to relax or unwind?"

Allow 2-3 minutes discussion of these questions.

Then change partners by having the outside circle move to the left. Give the new partners a new reason from the list below. Repeat until you are out of reasons or everyone has talked with every possible partner.

Other reasons for having a drink:

*to be a part of the group - because everyone else is
*to celebrate when you feel really good
*to escape from or turn off a bad day
*to expand the mind - to experience getting high for yourself
*because you are bored and are looking for excitement

00059

ADVERTISING COMPANY This strategy provides an opportunity to discuss responsible drinking and to encourage group teamwork.

Form teams of 3-5 children and give each team a large sheet of paper. Ask each team to make a billboard as if they were an advertising company with a client who wanted to put up a billboard with a message about "Responsible Drinking". Assign each team a different client:

-- a wine company
-- a beer company
-- a whiskey company
-- Alcoholics Anonymous

Before beginning, discuss with the group responsible drinking, using facts from the attached sheet "Folklore, Fantasy, Humbug, and Hogwash". Responsible drinking is drinking in moderation, with friends, with food. Or it can be not drinking at all. You introduce the subject, explaining that after the teamwork of making the billboard, there will be further discussion for all the children.

When the teams have finished, post the billboards and have a short clarifying discussion of the messages.

00060

"Folklore, Fantasy, Humbug, and Hogwash"*

Why bother to debunk a bunch of harmless myths about drinking? Because they're not so harmless. We have nine million alcoholic Americans. It has become a national plague. Yet in some other societies, where they don't share our misconceptions about drinking, alcoholism is rare.

Most skid row bums are alcoholic.

No. Less than half the derelicts on skid row have drinking problems.

Most alcoholics are skid row bums.

Only 3% to 5% are. Most alcoholic people are married, employed, regular people.

You're not alcoholic unless you drink a pint a day.

There is no simple rule of thumb. How much one drinks may be far less important than when he drinks, how he drinks, and why he drinks.

People get drunk ... or sick ... from switching drinks.

That doesn't do it. What causes an adverse reaction is how much one drinks and when and why.

Ya gotta hand it to Joe. He can really hold his liquor.

Don't envy Joe. Often the guy who can hold so much is developing a "tolerance," which is a polite word for need.

It's only beer.

Sure. Just like it's only bourbon, vodka, or gin. One beer or one glass of wine is about equal to one average "highball". The effect may be a little slower, but you'll get as drunk on beer or wine as on "hard" liquor.

Give him black coffee. That'll sober him up.

Sure, in about five hours. Cold showers don't work either. Only time can get the alcohol out of the system, as the liver metabolizes the alcohol. There's no way to hurry it.

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*Taken from an excellent pamphlet of the U.S. Jaycees "Operation THRESHOLD".

00061

A good host never lets a guest's glass get empty.

There's nothing hospitable about pushing alcohol or any other drug. A good host doesn't want his guests to get drunk or sick. He wants them to have a good time ... and remember it the next day.

People are friendlier when they're drunk.

Maybe. But they're also more hostile, more dangerous, more criminal, more homicidal, and more suicidal. Half of all murders are alcohol-related. And one third of all suicides.

Alcohol is a stimulant.

It's about as good a stimulant as ether. Alcohol acts as a depressant on the central nervous system.

Drinking is a sexual stimulant.

The more you drink, the less your sexual capacity. Alcohol may stimulate interest in sex, but it interferes with the ability to perform.

What a man! Still on his feet after a whole fifth.

When we stop thinking it's manly to drink too much, we have begun to grow up. It's no more manly to over-drink than it is to over-eat.

Very few women become alcoholics.

The ratio is about 3 men to 1 woman. That means 3 million American women are alcoholic.

If the parents don't drink, the children won't drink.

Sometimes. But the highest incidence of alcoholism occurs among offspring of parents who are either teatotalers ... or alcoholics. Perhaps the "extremism" of the parents' attitudes is an important factor.

Today's kids don't drink.

Sorry, but the generation gap is greatly exaggerated. The kids' favorite drug is the same as their parents' favorite: alcohol. And drinking problems are rising among the young.

Your kids will learn what you tell them about drinking.

Maybe. But your kids will learn what you show them about drinking. If you drink heavily; if you get drunk; the chances are your kids will follow the same example.

00062

GUEST SPEAKERS AND AIDS FOR DISCUSSION

This strategy serves to personalize and localize the alcohol issue and to provide the children with an opportunity to ask questions about alcohol.

Invite a representative of one of the following organizations to come to your club or camp:

-- An area brewery or distillery
-- Alcoholics Anonymous, Al-Anon, Ala-Teen
-- Area Council on Alcoholism
-- City or County Health Department

Instead of simply providing the guest a platform and a formal question period, use a process that involves the children more. Have a couple children interview the guest. Or have the group develop a list of questions before the speaker comes. Use "I Learned" statements or a thought/feel card after the speaker leaves.

As an alternative or supplement, use an audio-visual aid such as one of the following:

"Me, Myself and Drugs" - Three good filmstrips dealing with (a) Facts, (b) Outside Influences, (c) Feelings. By Guidance Associates of Pleasantville, New York 10570.

Trigger Films and other materials from the Addiction Research Foundation of Ontario, 33 Russell Street, Toronto 179, Ontario, Canada (write for catalog).

Literature, advertising posters and films, and a wealth of references from the National Institute on Alcohol Abuse and Alcoholism: U.S. Department of Health, Education and Welfare, National Institute on Alcohol Abuse and Alcoholism, National Clearing House for Alcohol Information, P.O. Box 2345, Rockville, Maryland 20852.

"Alcohol ... A Family Problem" - A National PTA pamphlet distributed by the NIAAA Clearing House.

00063

SPECIAL SETTINGS

The strategies that follow are organized around special events or settings that are real to most YMCA calendars ...

The Y Overnight -- strategies for large groups

Christmas Time -- a several-part strategy for the holiday season

Camping -- a whole package of resources for the camp counselor

Coaching -- strategies for Y sports coaches to do themselves and have team members do as well

International -- a process for focusing on sameness and differences in cultural values

The Y Overnight

In the late fall and early winter, Y clubs and groups often conduct massive "happenings" called overnights. Several clubs or teams, or the whole youth membership gathers at the Y on a Friday or Saturday evening, for recreation (swimming, games in the gym, etc.), movies and a very long night (in the humble opinion of the staff and other "chaperones"). There are several strategies that could be used effectively in this setting: Four Corner Choices, Trust Walk, Secret Assignment, and Exploration.

FOUR CORNER CHOICES The strategy either/or has been presented earlier in this leader's notebook. It is designed to help children use their imagination, make quick choices and share reasons for their choices with their friends. Four Corner Choices are simply elaborate either/ors for use with large groups in a gym or all-purpose room.

To begin the strategy ask the children to gather together in the center of the room. Explain that you are going to give them four things to choose from and that they are to decide as quickly as they can which of the four items they identify with most.

Then give them one set of four items pointing to the four corners of the room and identifying one item with each corner. Ask them to make a choice and go to that corner of the room.

Example: Kite
Kite Tail
Kite String
Wind

When they are in the corners ask them to turn to one other person and share with that person why each person made the choice he or she made.

Then give another set of four items and repeat the procedure.

Nine additional sets of items you might use are on the next page.

Bring the group back together in the middle of the room before each "Four Corner Choice" so that each person has to make a new choice and go to a corner of the room.

Sets of Items:

Lemon	Sparrow	Baseball
Dandelion	Hawk	Bat
Tomato	Robin	Glove
Rose	Blue Jay	Base
Cat	Poodle	Nail
Dog	German Shepard	Hammer
Bird	Chihuahua	Board
Worm	Hound	Saw
Sun	Tuba	Red
Rain	Guitar	Yellow
Wind	Drum	Blue
Snow	Trumpet	Grey

TRUST WALK This is a strategy that has been around for many years. It is always fun and educational. Before you start have enough blindfolds for 1/2 of the group.

Then have the children pair off and give each pair one blindfold. The partner not blindfolded is to lead the "blind person" around the building for 5-7 minutes. Then they switch, so that each person has a chance to be blindfolded and each has an opportunity to lead. The entire Trust Walk should be done without talking. The blindfolded person's safety should be kept in mind as he or she is led around and encouraged to experience new and different feelings.

When the group is reassembled, form small groups of 4 or 6 persons and ask them to discuss the experience.

Sample Questions for Discussion:

1. What did you hear, smell, feel?
2. Did any of your senses seem to be more sensitive?
3. Which sense did you rely upon the most?
4. How did it feel to rely on someone else?
5. Were you taken anywhere that you felt uncomfortable?
6. How would it feel to take a trust walk with a different partner -- someone you didn't know?

00066

SECRET ASSIGNMENT This strategy is an enjoyable game designed to bring out the idea of cooperation in a light setting. To begin with, make up enough 3X5 cards with one instruction on each card for your entire group. Introduce the idea of a secret assignment by telling a war story that stresses the importance of secrecy.

Hand one card to each child and then tell the children: "Here is your secret assignment. Follow it completely. Do not tell anyone what it is."

The assignments are actually set up in pairs with two children having instructions to do the opposite things.

Some Examples:

1. Place all the chairs in the room in a circle.
2. Place all the chairs in the room in rows.
3. Write everyone's name on the chalkboard.
4. Erase everything on the chalkboard.
5. Place pieces of paper on every fourth tile on the floor.
6. Pick up all the paper on the floor.
7. Encourage everyone to work quietly.
8. Encourage everyone to whistle or sing while they work.
9. Encourage everyone to work quickly.
10. Encourage everyone to do a good job and take their time.
11. Distribute paper and pencils on all the chairs.
12. Pick up everything off the chairs.

Let the children work for 5 minutes then have them stop. Ask, "What's happening?". Discuss briefly, then back to work for 3-5 minutes. Stop.

Form small groups and ask them to discuss: What has been happening? What could you do in order to complete your job? What were you thinking?

Explain to the children that you intentionally gave opposite sets of instructions to give them an experience in figuring out how to cooperate. Suggest that they discuss further the situations in which the same thing happens to them. What alternatives do you have in such situations? What are the consequences of each alternative?

00067

EXPLORATION This strategy is a repeat of the Value Dilemma Episode. It can be used at an overnight, or anytime the participants wish to think about overnights and "exploration".

The leader should tell the following story:

> *"During an overnight at the 'Y', everyone is sleeping soundly on the floor of the gym. You've been asleep for a couple of hours. All of a sudden a couple of your friends wake you up by shaking you. They ask you to go 'exploring' through the 'Y' with them."*

Stop at this point and break the participants into small groups of 3 or 4. Ask them to think of and list all the things they could do at this point. Once they have developed the list, ask them to think of the consequences (what would happen?) if they did each of those things. Now ask each person to choose the one thing they would do, but not to share it with anyone. Continue reading the story as follows:

> *"You've decided to join them and explore awhile. Walking down a long, dark hallway you find a set of stairs going towards the roof."*

Stop at this point and ask the small groups to list again all the things they could do at this point and what would happen if they did each one. After several minutes, each person should pick the one thing they would do, but not share this with anyone else. Continue reading the story as follows:

> *"Going down another hallway, you find an office with the door left open. It has a large desk, a chair on wheels, and several business machines."*

Stop at this point and ask the small groups to list again all the things they could do at this point and what would happen if they did each one. After several minutes, each person should pick the one thing they would do, but not share this with anyone else. Continue reading the story as follows:

> *"On your way back to the gym, you hear a gurgling sound coming from behind another door. As you pull on the door, you find that it is open. With the door open, you can see that the gurgling sound is the swimming pool. The lights are out but you can see the pool deck and the water in the pool. One of your friends suggests you go in for a quick swim before you go back to the gym."*

Stop at this point and ask the small groups to list again all the things they could do at this point and what would happen if they did each one. After several minutes, each person should pick the one thing they would do, and this time they should share it with others in their group. They can also discuss "why" they made this choice.

00068

Christmas Time

GIVING In the individual club or other small group setting, just before the Christmas holidays the children begin to get excited about presents. This strategy is intended to get them thinking about "things money can't buy"... things they can give or receive.

1) Pass out a three by five card to each person. Ask them to write down a list of things they would like to have which money can't buy. A brief discussion will probably have to take place about what kinds of things money can't buy but try not to limit their thinking by narrow examples. Urge them to use their imaginations. What do they want from other people? What sorts of things do they appreciate that money can't buy?

2) After a few minutes collect these cards, shuffle them and read them off to the whole group. This gives everyone a chance to hear what others want without identifying who wants what. It is a time to think, to listen and to open up new ideas to everyone.

3) Next hand out a second three by five card. This time ask each person to put his or her name on the card. Then ask them to write down <u>one</u> thing they want to get in the near future from others in the group that money can't buy. On the other side of the card ask them to write down <u>one</u> thing they want to give to others in the group in the near future that money can't buy.

4) Collect these cards but do not read them aloud. Put them in an envelope and explain that you are going to save these cards for two or three weeks and then look at them.

5) Two or three weeks later open the envelope of cards and hand them back to each person giving the person his or her own card back. Form small groups (three or four persons per group) and ask them to discuss:

"Did you receive the gift you asked for?"
"Did you give the gift you promised?"

00069

Camping

The Camp setting is ideal for effective value education. Groups are small ... time together is abundant ... the experience is significant. Five types of strategies are suggested for use in the day or resident camp setting:

"First Day" - those that help the group get to know each other and create an environment for exploring and sharing what's important to each camper;

"Trigger Stories" - short, unfinished stories that trigger discussion of values for use in a variety of settings;

"Hikes, Campfires and stuff like that" - games for use as breaks on hikes or as stimulators at campfires or discussion starters at most any time;

"Camper Diary" - a process for each camper to keep track of his or her experiences, feelings, values and ideas;

"Last Day" - a number of options for helping campers bring to a close the total camp experience and/or think through how they can share it with folks back home.

Our experience and research indicates that we can have an effective impact on the valuing of children in the camp setting through use of value education strategies regularly throughout the camp session. To use strategies only to start off the camp session is helpful mainly to the counselor. One way to be more effective with campers is to have value discussions of a variety of types on a regular basis. Every camp schedule is different. We do not want to suggest that we have the only way to do it. Rather we urge you to carefully plan for the best way you can take advantage of blocks of time and special settings to encourage children to think, reflect, share, argue and discuss value issues ... concerns they are having about nature, activities, interpersonal relationships and themselves. The example you set is important. Being spontaneous and flexible is admirable, but the counselors who plan, prepare and use strategies regularly are usually the ones who set the clearest example and are most effective at spontaneous and flexible valuing.

First Day

NAME TAG At the first appropriate point in the camp schedule when you as the counselor are alone with the campers of your cabin, pass out blank 3 X 5 cards and pencils and ask each camper to do the following:

1) "Put the name you want to be called at camp in the middle of this card."

2) "In the upper left hand corner of the card, write or draw one of the things you do best. We want to get to know you better and one way is by knowing right off what you are best at."

3) "In the upper right hand corner put one thing you'd like to learn how to do while you're at camp. We all want to learn something new. What do you want to learn?"

4) "In the lower left hand corner draw a picture of one animal that you really like."

5) "In the last corner write down a couple of words that come to your mind when I say 'cooperation'. What does 'cooperation' mean to you?"

Next, ask each camper to pick a person he/she does not know or the person he/she knows the least and have these partners share their name tags.

Have the partners form groups of four and share, etc., until everyone has seen everyone's tag.

The counselor should be sure to participate, make out a name tag of his/her own and share it as well. Have as much discussion as appropriate.

INTERVIEW "Public Interviews" are a unique opportunity for persons to share themselves and what's important to them with others that care. In the camp cabin or group, the interview can set a stage for closeness and fellowship.

Three ground rules are very important:

1) Right to Pass -- the interviewee can just say "I Pass" whenever he/she does not want to answer a question.

2) Enough -- the interviewee can end the interview at any point for any reason.

3) Return Questions -- the interviewee can ask any of the same questions of the interviewer that the interviewer asks of the interviewee.

The cabin counselor should try to interview all of the campers who want to be interviewed in the first day or two. It might be helpful to start with the junior counselor if appropriate. These interviews are "public" ... in other words, done with the other campers listening and learning and thinking. At some point, the counselor should let the group interview him/her.

Interview questions should be open, exploratory, stimulating yet gentle. The interviewer illicits information and feelings and then accepts them. He/she then nudges further and again accepts whatever is shared.

Three types of questions are often helpful:

1) questions about important people in the interviewee's life;

2) questions about the environments of the interviewee, and;

3) questions about interests, activities, skills, etc. of the interviewee.

For models, see the interview section of this leader's manual in the chapter "Start Up". Practice this strategy with peers, relatives, other staff before you take on your cabin or group of campers.

00072

Trigger Stories ...

Stories have always been a favorite at camp. There have been ghost stories, Indian stories, stories about the history and traditions of your camp, and stories that try to teach something. Most stories have a beginning and an end. Many arouse interest and spark excitement, but most of the time, the story tries to answer all questions itself.

The stories on the following cards are a little different. They are called "Trigger Stories" because they only have a beginning, not an ending. The ending is left up to the readers or hearers of the story; in this case, the campers. The goal of the stories is not to come up with a "right answer" or moral judgement, but rather to allow for practice in looking at options and consequences. Use these stories on hikes, rainy days, morning quiet periods or any other time the group is in a mood and environment for discussion. Stressing the valuing ground rules and allowing for the campers to question and answer will do much to open "new avenues" of thought for many children and adults.

Trigger Stories ...

"Arrival" - Part I

...front door of the cabin. You've just said good bye to your parents and you're ready to walk into the cabin and meet your counselor. You've never been to camp before.

..."Hi, I'm the counselor. Pick the bunk you want. I'll be back in a couple minutes and we'll take a tour of the camp." You pick a bunk and wait for the counselor to return. While waiting, another camper comes in who has a different skin color and looks different than you.

"This is my second year as a camper and I know what to do. Is that your stuff on the top bunk?" You reply that it is. "Well, move it, because that's the bunk I'm going to use. You're new here and you'd better learn not to get in the way of the older campers."

STOP

What could you do?
What might happen?

Trigger Stories ...

"The Missing Canteen"

You are a cabin counselor. You and the members of your cabin group have been anxiously awaiting today, because you've planned an all day hiking trip. Several of your campers, though, have had things stolen during the week.

Everyone is ready to go, when one of your campers approaches the group and announces that his canteen has been stolen. He refuses to go on the hike unless he has the canteen.

STOP

What could you do?
What might happen?

Trigger Stories ...

"Camp Store"

... in line at the camp store. You only have enough money for a couple of candy bars and some gifts to take home for people in your family.

Cabin mate, "Hey, I have an idea. Let's all buy camp T-shirts for the game tonight. We can take them to the craft shop and put our names and numbers on them." Everyone thinks it's a neat idea. But if you buy a T-shirt, you won't have enough money left to buy the gifts.

STOP

What could you do?
What might happen?

Trigger Stories...
"Arrival" - Part II

After moving your things, several other campers arrive in the cabin and select bunks. Everyone seems to know each other, and it's obvious you're the only first year camper so far. You go to the restroom, and when you return, everyone is gone.

STOP
What could you do?
What might happen?

Trigger Stories ...

"Arrival" - Part III

That night, after the lights are out, your counselor leaves the cabin to go to a meeting. He thought everyone was asleep. But shortly after he leaves, you hear several voices. Everyone is awake and talking. They start talking about sex and some pictures they've seen.

STOP

What could you do?
What might happen?

Trigger Stories...
"The Turtle" - Part I

... far side of the lake. You are alone looking for "critters". You hear rippling water and see a turtle. You lunge at it and catch it. You've never caught a turtle before, and return to the cabin, anxious to tell your cabin mates about it.

"Hey, guys! Look! A turtle! I caught him across the lake." One of your cabin mates, "Big deal." The only thing turtles are good for is soup." Another cabin mate. "Yeah. Let's take its shell off and see if we can skin it. That's how you make soup.

STOP
What could you do?
What might happen?

Trigger Stories ...

"The Turtle" - Part II

... the turtle is still alive, and the end of the week has come. You tell your counselor that you're taking the turtle home. He says, "You really shouldn't take it home. It would be much happier in the lake with all the other turtles. But it's your turtle and you can do what you want."

STOP

What could you do?
What might happen?

00073

Trigger Stories ...

"Overhearing the Counselors - But What do I Think"

You and a friend are walking with your counselor. He decides to make a quick stop by the staff lounge. You and your friend wait outside and are able to hear the conversation in the lounge. Your counselor's name is Ed.

Ed: "Well, look who's here - Dave, the chugger. Are you able to stand up this morning? After the way you poured in the booze last night, I'm surprised to even see you in camp."

Dave: "There's nothing wrong with having a good time. Besides, we were celebrating the victory in the staff softball game. The booze just helped us feel happy, that's all. I was able to chug a whole pitcher, non-stop!"

John: "I don't see why you had to drink booze to celebrate, or for any other reason. There are other ways to celebrate and show you're happy. I don't see any reason that's good enough to use alcohol."

Bill: "Oh, it's ok to have a drink or two. You just have to know when you've had enough. It's only when you've had too much to drink that it's a problem."

Trigger Stories...
(Overhearing the Counselors - But What do I Think, cont.)

Ed: "I'll see you guys later. I have two kids waiting for me outside!"

Would you talk about this with the other camper who overheard, too? What view point do you feel closest to - Dave, Bill or John? What other ways to celebrate do you think John might have Meant? Would you tell Ed that you heard the conversation? What do you think his (Ed's) viewpoint on alcohol might be?

Trigger Stories ...

"Swimming" - Part I

... You are sitting near the waterfront with your cabin mates. You are a red tag swimmer and are happy that you are.

Someone in the cabin says, "If everyone in this cabin were a blue tag swimmer, we could take a canoe trip." As he looks at you he continues, "You're the only red tag swimmer we have. If you would go get your blue tag we could take the canoe trip." Another in your cabin says, "Yeah! We passed the test and you're the same size and age we are. How come you won't take the test?"

STOP

What could you do?
What might happen?

NOTE: Blue Tag - top swimming group
Red Tag - 1 category under blue tag

Trigger Stories ...

"Swimming" - Part II

You decide to try, and remember the test to become a blue tag. You must row across the lake in a boat, jump into the water on the other side, and swim back across the lake to the swim area. All of your friends go to the beach with you. They're all watching as you give your name to the waterfront director and head toward the boat. You know if you don't pass the test, your cabin group doesn't get to take the canoe trip.

STOP

What could you do?
What might happen?

2

Trigger Stories...
"Parent's Day"

Parent's Day at camp. The only time you get to see your parents is during this special day in the middle of your stay at camp. You're anxious to see them because you've missed them quite a lot.

Parent: "Isn't camp fun? You don't know how lucky you are. The rest of us are roasting at home with the heat and here you are swimming and boating and having a great time!"

You try to speak: "But..."

Parent: "And I bet the food is good, too. Without you home, we've gone out to eat just about every night."

You speak, or try to, again: "But I really miss..."

Trigger Stories ...

(Parent's Day, cont.)

Parent: "Eating out is about the most vacation we can have this year. Between your camp fee and the clothes for camp, the money for vacation is just about gone! But it's worth it since you're having such a good time."

Right now you want to tell them you're not having that good a time and you miss them so much that you really want to go home - now! You don't want to stay till camp is over!

STOP

What could you do?
What might happen?

Trigger Stories...
"Very Late" - Part I

... Your cabin, long after taps. Everything is quiet.

... One of your friends, "Psst - wake up -C'mon. We're going exploring around camp and we want you to come along."

STOP

What could you do right now?
What might happen?

Trigger Stories ...

"Very Late" - Part II

... You decide to go along and you're hiking through the woods. One of your buddies has an idea, "Let's split up for five minutes and see if we can find each other again." It's very dark out and the woods are very thick.

STOP

What could you do right now?
What might happen?

Trigger Stories ...

"Very Late" - Part III

... You split up, but after 2 minutes, you hear a howling sound and you all get back together. One of your friends is hungry and suggests going to the dining hall. When you arrive you find the back door into the kitchen is open. Standing in the kitchen, you can see the lock has been left off the walk-in refrigerator. There is cake, pudding and lots of left-overs in the refrigerator.

STOP

What could you do right now?
What might happen?

Trigger Stories ...

"Very Late" - Part IV

... One of your friends suggest going to the beach. Upon arriving someone says, "Let's take off our clothes and go for a dip. No one will see us." Everyone starts taking off their clothes and heads toward the water.

STOP

What could you do right now?
What might happen?

"Very Late" - Part V

... Someone sees a canoe by the beach. "Hey, let's take the canoe and swamp it. No one will be able to find it until they dive to the bottom of the swim area. It can be our secret. Help me get it to the bottom." Everyone gets out of the water and runs toward the canoe.

STOP

What could you do right now?
What would happen if you did each of those things?

Trigger Stories ...

"Very Late" - Part VI

After swamping the canoe the group decides to return to the cabin and go back to bed. The next day the canoe is discovered at the bottom of the swim area and a pair of shorts is found on the beach. The waterfront director knows the shorts belong to someone in your cabin. He comes during rest period and asks one person at a time to step outside the cabin for a talk. Your turn to talk with him is next, and none of your other friends who were with you last night have talked to the waterfront director yet.

STOP

What could you do right now?
What might happen if you did?

Trigger Stories...
"The Big Clean-up" - Part I

... cabin during clean-up. The last day of camp is inspection. If your cabin wins today, they get the "cleanest cabin award". The biggest guy in the cabin has been bulleying you around all week. He never does any work during clean-up, he's always making you do his work.

Counselor... we have to win today in order to get the award for the week. I've got to go see the nurse, and when I come back, I want to see this place sparkle."

Everyone gets to work except the bully - just sits there. You say something to him, "C'mon. You heard what the counselor said. We have to make this place sparkle. You should make your bed!"

Bully replys, "Making the bed isn't my job. I never do it at home. Let's see you make me do it!"

STOP

What could you do?
What might happen?

Trigger Stories ...

"The Big Clean-up" - Part II

The last day of camp your cabin is assigned the job of cleaning the bathroom. You overheard one of the guys in the cabin talking to the nurse at breakfast.

"I'm sick. I was up all night throwing up and going to the bathroom. Can I stay in the Health Lodge this morning?" You know that this person wasn't sick because he slept above you. He ate a full breakfast and never told the counselor or his cabin mates that he was sick. You suspect he's just saying that to the nurse to get out of cleaning the bathrooms.

STOP

What could you do?
What might happen?

00075

Hikes, Campfires and stuff like that...

The following activities may well be used in a nature walk sequence, which culminates with a campfire closing or as separate activities in and of themselves. They each take advantage of a camp setting.

"Hikes, Campfires and stuff like that" ...

Using Nature

Setting: preferably an area where many natural things could be used for products (trees, animals, water, rain, dirt, etc.)

Group: 5 or more

Directions: Before you go out, have participants brainstorm products that are made from natural things. Then in a natural setting have them each pick how man uses it. Do this as a large group sharing as participants' inputs will feed others' ideas.

Good time for a discussion of nature's balances and man's responsibility to nature.

What ways have we used nature constructively?
What ways have we misused nature?

"Hikes, Campfires and stuff like that" ...

Seeing

Setting: any natural area where many different natural colors are observable

Group: 3 or more participants

Directions: look around and observe the many different colors that exist in nature -- pick the color that you like best. Now sit down with a friend and talk about that color, what it means and represents to you.

The group could then go around the circle and each person tell the color they picked, in a rainbow closure.

"Hikes, Campfires and stuff like that" ...

Trusting

Setting: open field where running can take place

Group: 2 or more participants

Directions: pair off -- one person will close his/her eyes while the other person holds his/her hand and leads him/her through the field, walking and running at different intervals -- non-verbal for 5 minutes, then verbal for 5 minutes. Help the person with their eyes closed experience as many feelings as possible. Now switch roles and repeat the process.

At the end, have pairs discuss experience for 5 minutes and then go into group discussion for 10 minutes about the experience and what trust means to them.

"Hikes, Campfires and stuff like that" ...

Nature and I

Setting: where ever natural things are abundant

Group: any size

Directions: Observe all of the natural beauties around you; pick 3 natural things that are like you (color - look - smell - sight - give - or just that you like) now choose one of the 3 that is most like you, and share your choice and reason why with one other person.

Closure could come through values voting:

How many of you were like a tree?
How many of you were like the grass?
How many of you were like the sky?
How many of you were like the ground?
How many of you found that you and nature have a lot in common?

"Hikes, Campfires and stuff like that" ...

Whips

The following activity might follow a nature hike, and/or would focus around a campfire. If done this way, it could reflect upon the day's activities and bring into discussion the many learnings from the hike. Or it could be used as individual sharing activities at almost any time during the day.

Have the participants sit in a circle. Then simply make a request for information that suggests a brief answer, and go from person to person getting each person's response and moving quickly on to the next participant without any discussion. Discussion may occur as a group after the whip is completed.

Whip Topics:
1) Think of an animal sound, and as we whip around the circle, share it with the group...
2) Who is your most favorite hero?
3) How do we use fire?
4) What do you like most about the outdoors?
5) When someone dares me, I feel _____.
6) When I'm good at something _____.
7) When I can't do something I feel _____.

"Hikes, Campfires and stuff like that" ...

Sounds

Setting: Any high point - top of a hill or mountain

Group: any number

Directions: have everyone stand in a circle and hold hands -- then on the count of 3 look up at the sky and yell for a few seconds as loud as possible. Then, with eyes still on the sky, stop yelling and listen to the silence for several minutes. Repeat several times, increasing the silence period each time. Sit down as a group and talk about what was heard and felt.

(Meta)

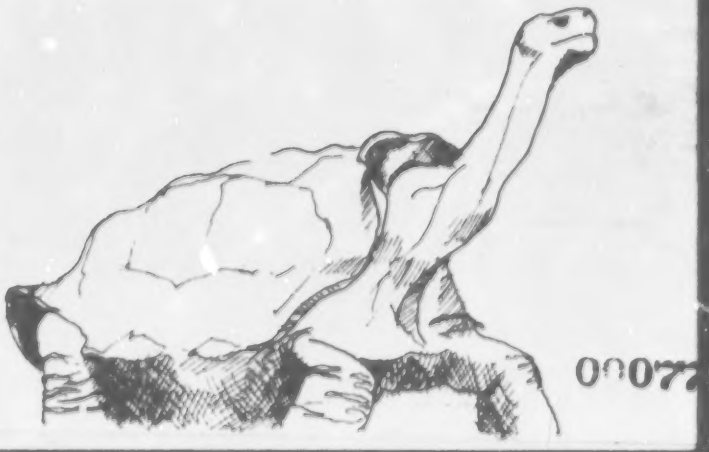
Closure to this time of serenity might be:
1) have group hold hands and run down the hill together, or
2) role down the hill and concentrate on feeling gravity and the earth contact.

000776

Nature cards ...

Each of these cards portrays a bit of nature that a person could identify with ... a feeling, an issue, etc.

Lay the cards out, select one that expresses some of your feelings and tell your campers how you identify with it. Then ask the campers to select one which has meaning for them and have them share that meaning with the group.



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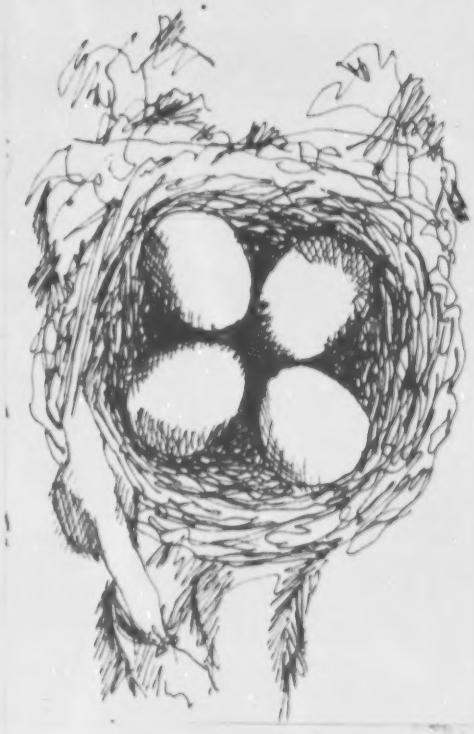
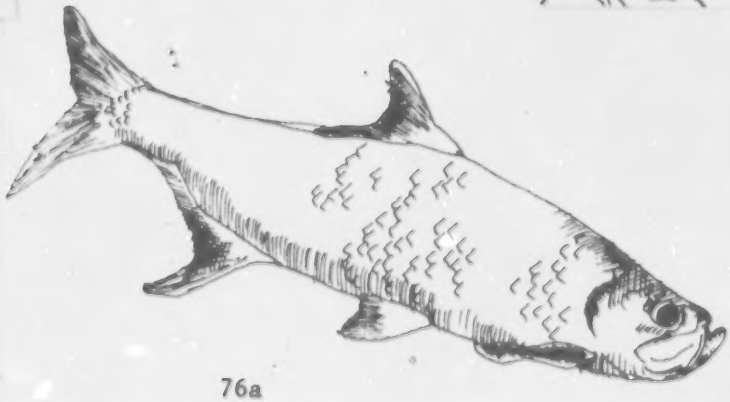




Camper Diary

This activity provides an opportunity for the camper to record his/her camp experience and to share that experience at a later date with others if so desired. Many experiences and learnings occur for each camper while only a few are observed and shared by the counselor. This method provides an opportunity for both the camper and the counselor to look at the camper's experience and share jointly in their learnings.

This method is similar to the Diary idea as viewed on The Walton's T.V. series and should be familiar to the campers.

The activities may be used as simply a recording device and not shared until the end of camp, or may be used as a sharing device to create discussion at the end of the day.

The important thing is to provide enough time and space in the day for the camper to reflect on what he/she has experienced that day.

00081

Camper Diary Model #1

Counselor	"What did you guys think of your first day at camp?"	**(You) Camper**
Counselor	"What do you think about just before you go to sleep here at camp?"	**(You) Camper**
Camper	"I don't like the bugs at this camp! What don't you like?"	**(You) Camper**
Counselor	"What did you do today that was fun?"	**(You) Camper**

Write in what the counselor said that was of the most interest to you today. Write in what you felt or thought when he said it.

Counselor		**(You) Camper**

00082

Camper Diary Model #2

List three (3) things you saw today that you really liked:

1)

2)

3)

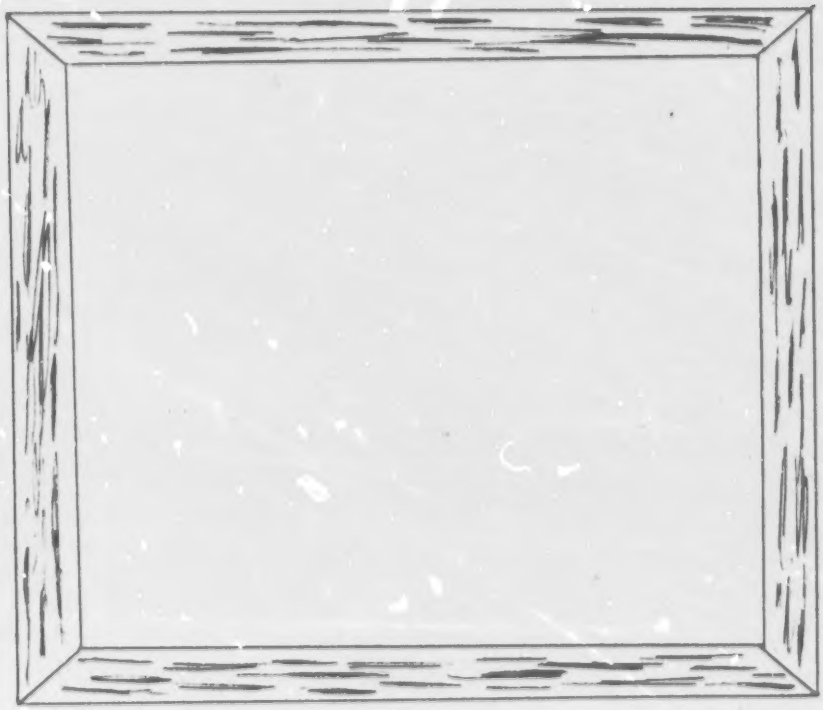
List three (3) things you hope to see tomorrow:

1)

2)

3)

Of all the things you've seen at camp so far, draw a picture of the thing that you liked the best:



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Camper Diary Model #3

Complete the following:

1) Darkness makes me feel _____.

2) Fire is like _____.

3) Birds are like _____.

4) Singing together makes me _____.

5) Sleeping under the stars is _____.

6) When I lay on my back and look at the stars I _____
_____.

7) I miss _____ _____ _____ _____.

8) If _____ (person) were here, I'd tell them that _____.

9) A friend is _____.

10) A camper is _____.

11) A counselor is _____.

12) I wish I could _____.

13) Tomorrow I hope we _____.

14) The greatest thing about today was _____
_____.

00084

Camper Diary Model #4

List the activities you did today beside the corresponding time at which you did them.

8:00 a.m.

9:00 a.m.

10:00 a.m.

11:00 a.m.

12:00 noon

1:00 p.m.

2:00 p.m.

3:00 p.m.

4:00 p.m.

5:00 p.m.

6:00 p.m.

7:00 p.m.

8:00 p.m.

9:00 p.m.

10:00 p.m.

*Star your happiest time today.

Underline your most average time today.

Complete the following sentences:

Today I spent most of my time _____

_____.

Time went fastest when we _____.

Tomorrow I hope we spend more time _____

_____.

Camper Diary Model #5

Write down what you did today and how you feel about it. Also use this space to write down anything else you would like.

00086

Last Day

Closure is a difficult thing. The camp experience usually has the type of impact that leaves the camper with a lot of mixed feelings, unfinished business, strong attachments and great loves. Several different strategies are suggested here for the counselor to choose from for the last day.

CAMPGRAMS Have a discussion of feelings about leaving camp, about all the different things that have happened and then pass out several slips of paper to each camper and ask them to write a brief *Campgram* (telegram) to any persons at camp they'd like to ... campers, counselors, staff, cook, nature person, waterfront director, etc.

The *Campgram* form encourages a short, simple message and is traditionally received with excitement.

CAMPGRAM

TO:

MESSAGE:

FROM:

Then have each camper deliver his/her own *campgrams* or set up a messenger service.

00087

GIFTS Another way to share feelings about camp in the group is to think in terms of a gift one might give to another person that symbolizes something special about the camp experience.

Begin this strategy by either having each camper review his/her journal or by having each camper write a list of important things that happened at camp.

Then ask each camper to think about these two questions:

1) "If you could give a gift 'of camp' or 'from camp' to someone who was not here at camp, who would you give it to?"

2) "What would you give him/her?"

Share the answers and then provide a block of time to actually get the gift together or draw it or write it, etc.

Finally, have a discussion of how each camper might give the gift ... what can you say?... what reactions might you get? ... how do you feel when giving the gift?

STRENGTHS Still another way to deal with closure is to share with the campers who have lived or worked together, good feelings and personal strengths.

Begin this strategy with a brief discussion about how everyone has strengths and how often we fail to tell each other what we like about each other. Then pass out masking tape or "peel-off" labels and, taking one camper at a time, put the special person in the center and have each of the others write one strength of that person on the tape or label and place it on the special person. This takes only a couple of minutes for each camper and yet makes each person feel very special. The counselor should participate fully, putting a strength or two on each camper with a very short explanation of the way he/she has observed this strength in this camper during the camp session.

This closes camp on a high note!!

00088

Coaching

The strategies suggested below are for use with coaches of YMCA teams, coaches of teams in Y leagues, or club leaders when they function as coaches. You might want to utilize these in a workshop for coaches. Many Y's require their coaches to be trained in "that something different" the Y team has. The trigger stories and locker room conversations could be used with children as well as coaches. Ask the children to pretend they are the coach ... what are their options, consequences and choices?

Four strategies are suggested here:

-- Life line
-- The Values Sports Teach
-- Trigger Stories
-- Locker Room Conversations

LIFE LINE One way to begin a workshop for coaches would be to hand out paper and pencils and ask them to draw a personal life line.

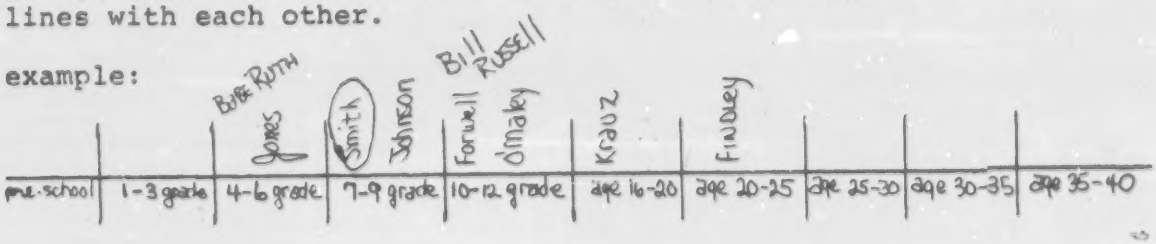
Along the life line have them write down the sports they were interested in at different points in their life -- pre-school, 1-3 grades, 4-6 grades, 7-9 grades, 10-12 grades, age 16-20, 20-25, 25-30, 30-35, 35-40, 40-50, 50-60, 60-70. Then have them add to the same life line the names of the coaches they can remember at each point.

If time permits, have them add the names of their sports heroes at each point.

Finally, ask them to circle the name of the most important coach in their life.

Form small groups of 3 or 4 people (preferably people who do not know each other) and ask them to share these life lines with each other.

example:



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THE VALUES SPORTS TEACH Traditionally, coaches say "sports teach values ... make men ... build character". The statement usually is accepted and unquestioned. This strategy simply asks -- What values? How?

Again pass out paper and pencils. Ask each coach to make a list of the values he/she feels his/her sport teaches. In whatever words you want to use, write down the values your sport teaches kids.

Then ask them to list one or more specific things they as coaches can do or say to reinforce the learning of each value on their list. How is that value learned? What happens in the sport to teach that value and what do you do or say to support it?

Form small groups, share and discuss.

TRIGGER STORIES Present one of these stories to a small group of coaches and ask them to together:

1) list all of the things you could do
2) discuss the consequences of each option
3) make an individual choice of options
4) share with the group your choice and why

The purpose of this strategy is not to tell each other what you do or what the "right" thing is, but rather to practice looking at a variety of options and considering consequences before acting.

MOTHER

Situation: It is a league game and a small crowd is watching. The game is close. One mother is being obnoxious to the players, to her own kid, and to you. She has advice and criticism for everyone and shyness is not her longsuit.

Clencher: She gets so mad she begins to add a lot of swearing to her tirade. The official stops action and comes over to you and asks you to do something about her.

REFEREE

Situation: In a very close game near the end of the season, you find the referee is whistle happy. He calls a penalty on every move the kids make. The spirit of the

game is killed for some of your kids ... others are super mad.

Clencher: One call really gets to you and you mutter something in disgust. The ref turns to you and says "What did you say?"

PLAY EVERYBODY?

Situation: You have a good team - not great, but good. As usual, you have 3 or 4 kids that are pretty uncoordinated. You've done a lot in practice to help everybody develop. Now the tournament is on and you could place this team near the top if you play every game to win.

Clencher: It's the third game and you've won one and lost one. You feel you are evenly matched with this team. Just before the game, one of the "benchwarmers" who you've not played in the first two games asks, "Can I play tonight?"

PUSHING AND SHOVING

Situation: You have a very good team. You're now on top of the league. It's a close game but you're ahead. You notice that your own players are pushing and shoving and doing things that could be called fouls but the officials are not catching them.

Clencher: One of your kids trips a member of the other team who is now hurt.

You get the idea. Make up your own trigger stories ... problems your coaches ought to think through together.

LOCKER ROOM CONVERSATIONS The following are mini-trigger stories. In each case you are the coach just entering the locker room of your own team and you overhear these lines. Taking them one at a time in a small group of coaches:

1) What do you think they are really talking about?
2) What are your opinions on the subject?
3) What might you do or say immediately or in the future that would help your team or the individual think through the subject?

00091

"God you smell ... don't you ever wash?"

"I got twenty bucks out of that locker last week."

"I'd like to get a handful of her!"

"Give me a drag."

"Let's tip a few at your place tonight."

"We'll beat the shit out of you after practice."

00092

INTERNATIONAL

Many of our values are cultural. Things we feel are important simply aren't held to be important in other parts of the world. What's important to others may surprise us. The purpose of dealing with the stories that follow is to help children appreciate similarities and differences ... to look at some of our most quickly accepted values in a new light.

One way to deal with these stories is to start by asking your group to discuss what a certain value issue means to them, then read a story and ask them what the family in the story thinks about that same value issue. For example, discuss TIME -- what importance do we put on time? And then read "Africa" and discuss how they deal with time. Or discuss AGING -- what do we feel about growing old? Then read "Taiwan" and discuss how they deal with aging. Celebration is another cultural issue. Have children in your group discuss how they celebrate a certain occassion and then read "Mexico" and discuss their concept of celebration.

00093

Mexico

I am Pedro, oldest of six children and we live with my mother, father,grandfather, grandmother and my Aunt Linda and her two children. We are lucky because we have a house with three rooms. In our village most houses have only one room. Before I go to school each day, I have many jobs to do at home. I have to bring in wood for the fire after I have cut it with my machete. I have to bring water from the well at the end of the street.

My father drives a truck for a big company from the city. He is gone much of the time, but he does have a job all the time, so we have enough money to buy rice and sugar and beans and other food. My mother cleans house for a rich lady and my grandmother cooks for us and watches us. She gets tired very easily because she is old. Every day she tries to take a rest and we children are supposed to be very quiet. But sometimes we forget! Grandfather is very old and can't get out of bed anymore. He says he will probably die soon. I hope not though because I love to sit on his bed and listen to him tell me stories of when he was a boy in Mexico. Life must have been exciting in those days!

One of my favorite times with my family is during our church festivals. We have parties that last for 3 or 4 days and we eat all kinds of special foods. My aunts and uncles come for the parties and our whole neighborhood is laughing and dancing and eating.

At our last celebratior my parents gave me $.10 all for myself. I went out that very day and bought some candy. My mother thought perhaps I should have saved the money, but why bother?

Taiwan

Lu lives on Taiwan, an island off the coast of China. His family is Chinese but they have lived on Taiwan for over 200 years. His relationship with his family is very important -- his parents help him; his children will take care of him when he gets old. Relatives are more important to him than money. He works in his rice fields only hard enough to make money for food for his family -- even if he earns more it won't necessarily help him because his purpose in life is to work hard to help all his family members, not just himself.

Presently, Lu has 14 people living in his household. Each person is expected to do some work for the family. The men work in the fields except for Lu who is now too old. The women cook.

In Lu's town, summer nights are especially enjoyable because usually the "whole town" comes out to watch a traveling group of musicians or acrobats or comedians. There is often such a crowd that it is difficult to walk through the streets. It is very noisy. Everyone is talking and shouting and laughing.

India

In South India where I*live, it is warm all year long and often gets very hot in the summer. I live with my parents and my 2 brothers. My father has recently moved us all to the city where he felt he could get a better job than in the small village where my uncles and my grandfather live. We still travel back to the village quite often and my father gives part of the money he earns to my grandfather. Grandfather is the leader of our family and whenever father makes an important decision he talks with my grandfather. Also, we go back to the village for all holidays. Then the whole family gathers together and we have a wonderful time.

I like living in the city. My brothers and I go to school each day. When we get home we help around the house. After our chores are finished we play in the yard. We like to think up new games. My father hopes we will continue in school for many years. Especially for my brothers, he hopes

they will do well in school so that they can get good work (jobs).

* I am Sanji, my father's only daughter.

Africa

In our city in Central Africa, life has changed a great deal over the past 10 years. Our family of 6 people was the first of our particular village to move to the city. Now other villages have moved here, hoping to find better living conditions. My grandparents have moved here too, but they really aren't very happy. They complain that city life will ruin everyone, for people get so busy they don't really know each other any longer. They are often angry with my father who says he doesn't have time to sit and talk. They point out that in old times all the villagers believed that time only takes place when a person is really talking with and listening to another person. Grandfather says if father doesn't have time to sit and talk, then he doesn't have time for living. My father has a difficult time with my grandparents when they talk with him about such things. Father lived in the village long enough to know that he should respect his own father who is older and wiser. But he also believes that grandfather doesn't realize how times have changed.

Sometimes, after a long discussion between my grandfather and father, I almost wish we all could move back to the village. From our life in the village, I remember most the good times when everyone gathered together, when no one worked for a day or two and when we all talked or sang together. Perhaps my grandparents are wishing for the same return to the village. I wonder ...

00096 END